

**INDIANA DEPARTMENT OF EDUCATION
SUPPLEMENTAL EDUCATIONAL SERVICES**

2007-2008 COMPLIANCE AND ON-SITE MONITORING REPORT

FOR:

Robinson Community Learning Center

DOCUMENT ANALYSIS		OBSERVATION		COMPLIANCE	
Tutor Qualifications	Satisfactory	Lesson matches original description	n/a	Criminal Background Checks	In Compliance
Recruiting Materials	Satisfactory	Instruction is clear	n/a	Health/safety laws & regulations	In Compliance
Academic Program	Satisfactory	Time on task is appropriate	n/a	Financial viability	In Compliance
Progress Reporting	Satisfactory	Instructor is appropriately knowledgeable	n/a		
Assessment and Individual Program Design	Unsatisfactory	Student/instructor ratio:	n/a		

Due to scheduling conflicts, IDOE was unable to conduct an on-site observation of Robinson Community Learning Center for 2007-2008. A monitoring visit will be conducted during the 2008-2009 school year.

ACTION NEEDED:

- An approved amendment was submitted to change the assessment to the Qualitative Reading Inventory, Words Their Way Spelling Inventory, and Knox County Literacy Assessment.
- A revised individual learning plan will be created that includes specific, measurable goals and strategies for achieving the goals. The amendment will include specific connections between the assessment and Indiana academic standards.
- Progress reports will be revised to include specific goals from the SES agreement and progress toward achieving those goals. Additionally, pre- and post-assessment scores will be included on applicable progress reports.

On-site Monitoring Visit Rubric DOCUMENT ANALYSIS Components

NAME OF PROVIDER: Robinson Community Learning Center
REVIEWER: MC

DATE DOCUMENTATION RECEIVED: 3/27/08

Providers are required to submit documentation for each component during the site visit. If documentation is not available on-site, the director or head of the provider's organization, the site director, or another authorized representative will be required to submit documentation to the IDOE within seven (7) calendar days of site visit completion. **Failure to submit evidence could result in removal from the approved provider list.** Providers will be given an Unsatisfactory or Satisfactory for each component. Providers receiving an Unsatisfactory for any component may be required to address deficiencies within 7 calendar days of receiving their final report.

COMPONENT	DOCUMENTATION NEEDED	DOCUMENTATION SUBMITTED (IDOE use only)	UNSATISFACTORY	SATISFACTORY	COMMENTS
Tutor qualifications	BOTH of the following: -Tutor resumes/applications (<u>all tutors</u>) -Documentation of professional development opportunities in which tutors have participated (i.e. sign-sheets, agendas, presentations, certificates of completion, etc.) <i>In addition to:</i> ONE of the following: -Tutor evaluations (<u>all tutors</u>) -Recruiting policy for tutors (<u>one copy</u>) -Sample tutor contract (<u>one copy</u>)	<ul style="list-style-type: none"> Tutor applications Sample tutor contract Tutor training agenda Tutor orientation log Tutor Agreement Tutor lesson plans with written feedback 		X	<ul style="list-style-type: none"> All tutors have completed at least two years of higher education (most are seniors). This meets Robinson's tutor qualifications as described in its amended application, that tutors would, at a minimum, meet paraprofessional requirements. Tutors are given an initial two-hour training. Tutors are required to meet with the Tutorial Coordinator for evaluation review at least twice a semester. Literacy training was also provided on September 19th and September 20th. The tutor handbook includes information about lesson structure. Meetings are held with tutors on a one-to-one basis after tutoring sessions are provided. Lesson plans had guidance and feedback from the lead tutor written on them.
Recruiting materials	TWO of the following: -Advertising or recruitment fliers -Incentives policy -Program description for parents	<ul style="list-style-type: none"> Program flyer Program description for parents 		X	<ul style="list-style-type: none"> Program flyer describes programming that matches the description of Robinson's program. Program description for parents is clear. Incentives are not offered.
	ONE of the following: -Lesson plan(s) for the observed tutoring session(s) and for each subject in which	<ul style="list-style-type: none"> Lesson plan (daily instructional 		X	<ul style="list-style-type: none"> Instructional log lists components of lessons such as guided reading, writing topic, word study, and fluency. The same

Academic Program	<p>provider tutors</p> <p><i>In addition to:</i></p> <p>ONE of the following:</p> <ul style="list-style-type: none"> -Specific connections to Indiana standards (cite exact IN standard to which lesson connects) -Description of connections to curriculum of EACH district the provider works with. 	<ul style="list-style-type: none"> log) Connections to Indiana Academic Standards 			<p>components are identified in Robinson's application and in the tutor handbook.</p> <ul style="list-style-type: none"> For each section, tutors pick out a strategy or particular piece of reading material to use. The lesson plan is clear and appears easy to follow. Lesson plans also include a component for tutor comments about student progress, as well as about what they have covered in that lesson. Lesson plans also include comments from the site director to assist the tutors in continuing work with the student. Connections to standards for grades K-4 are made for each component of the lesson (read aloud, writing, word study, fluency).
Progress Reporting	<p>ALL of the following:</p> <ul style="list-style-type: none"> -Progress reports (see IDOE e-mail for details regarding the request for progress reports) -Timeline for sending progress reports -Documentation of reports sent 	<ul style="list-style-type: none"> Progress reports SES contract for SBCSC SES agreements Timeline for sending progress reports Documentation of reports sent 		X	<ul style="list-style-type: none"> Final progress report includes information about student progress from the pre-assessment to the post-assessment. Final report should include specific information about SES agreement goals and progress toward meeting those goals. On the final report, it might also be helpful to reference the standards listed on the interim progress report and provide specific information as to progress toward mastering those standards. Progress report includes information about goals, which are substandards that are to be mastered. It is recommended that actual goals from the SES agreement (i.e., "student will improve oral reading fluency by up to 10%", etc.) be included on each of the progress reports and clear connections be made about achievement of SES agreement goals. Progress reports (including interim progress reports) should include pre-assessment scores (initial progress reports) and scores from any mid-term assessments that are given, as applicable. Scores from the pre- and post-assessment

					<ul style="list-style-type: none"> are shown on the final progress report. Standards selected on SES agreement match standards listed on progress report. Surveyed district indicates that progress reports have been submitted in a timely manner. SES agreements need to include measurable goals, including methods by which the provider will demonstrate that students have achieved the standards/skills identified in the agreement. The agreements provided list skills to be mastered, but do not always provide methods or measures by which the provider will demonstrate mastery. Progress reports are sent at least monthly.
Assessment and Individual Program Design	<p>ALL of the following:</p> <ul style="list-style-type: none"> -Explanation of the process provider uses to develop Individual learning plans for each student - Pre-assessment scores and Individual learning plan for at least one student in each subject provider tutors (any identifying information for the student(s) must be blanked out) -Explanation and evidence regarding how provider's pre and post-test assessment correlates to Indiana academic standards. 	<ul style="list-style-type: none"> Diagnostic screening documents Connection between lessons and academic standards Individual lesson plans Description of process used to develop individual learning plans 	X		<ul style="list-style-type: none"> The initially approved application referred to the Bader Reading and Language Inventory as the pre-assessment to be used to diagnose student skill gaps. However, assessments submitted are Qualitative Reading Inventory and Words their Way. In addition, some SES agreements refer to the Knox County Literacy Assessment. Upon request, an amendment was submitted for approval of these assessments. Diagnostic form includes reason for attending the tutoring program, tutor impression during screening, and scores from the reading and spelling inventory. However, it does not include specific, measurable goals for the student to address during tutoring, nor does it include specific strategies to help the student achieve those goals. While daily instructional logs include strategies and instructional materials to focus on, they are not really individual learning plans in that they are not designed strategically for the entire duration of SES and do not include

					<p>specific, measurable goals based on the initial pre-assessment.</p> <ul style="list-style-type: none"> • A revised individual learning plan will be created that includes specific, measurable goals and strategies for attaining the goals.
--	--	--	--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

On-site Monitoring Rubric OBSERVATION Components

NAME OF PROVIDER: Robinson Com. Learning Center
SITE: n/a
TUTOR'S INITIALS (ALL TUTORS OBSERVED): n/a.
NUMBER OF LESSONS OBSERVED: n/a

DATE: n/a
REVIEWERS: n/a
TIME OF OBSERVATION: n/a

Due to scheduling conflicts, IDOE was unable to conduct an on-site visit for this provider. An on-site visit will take place during the 2008-2009 school year.

During the site visit, IDOE personnel will visit several tutoring sessions to observe lessons being provided. IDOE reviewers will be looking to see that actual tutoring matches lesson plan descriptions that are provided in requested documents, as well as those that were provided in the original provider application; that tutors and students are spending an appropriate amount of time on task; that instruction is clear and understandable; and that instructors seem knowledgeable about lesson content.

Each provider will receive a score of 1-4 points for each component. Providers receiving “1 or 2 points” on any component may be required to address deficiencies within 7 calendar days of receiving their final report. Failure to address deficiencies may result in removal from the state approved list.

COMPONENT	1 Below Standard	2 Approaching Standard	3 Meeting Standard	4 Exceeding Standard	REVIEWER COMMENTS
Lesson matches original description in provider application					
Instruction is clear					
Time on task is appropriate					
Instructor is appropriately knowledgeable					
Student/instructor ratio: 2:1 Ratio matches that reported in original provider application					

On-site Monitoring Visit Rubric COMPLIANCE Components

NAME OF PROVIDER: Robinson Com. Learning Center
REVIEWER: MC

DATE DOCUMENTATION RECEIVED: 3/27/08

The following information is rated “Compliance” (C) or “Non-Compliance” (N-C). Selected documentation listed for each component must be submitted as part of the site visit monitoring. If documentation is not available on-site, the director or head of the provider’s organization, the site director, or another authorized representative will be required to submit documentation to the IDOE within seven (7) calendar days of site visit completion. **Failure to submit evidence could result in removal from the approved provider list.**

If a provider is deemed to be in non-compliance with any component for which evidence has been requested, the provider may be contacted and may be required to develop and submit a corrective action plan for getting into compliance within 7 calendar days. If the corrective action plan is not submitted, if the corrective action plan is inappropriate or insufficient, or if the corrective action plan is not implemented, the provider may be removed from the state-approved list.

COMPONENT	REQUIRED DOCUMENTATION	DOCUMENTATION SUBMITTED (IDOE USE ONLY)	C	N-C
Criminal background checks	ALL of the following: -Criminal background checks from an appropriate source for every tutor and any other employees working directly with children.	<ul style="list-style-type: none"> • Verification of background checks completed 	X	
Health and safety laws and regulations	ONE of the following: -Student release policy(ies) <i>In addition to:</i> ONE of the following: -Safety plans and/or records -Department of Health documentation of physical plant safety (if operating at a site other than a school) -Evacuation plans/policies (e.g., in case of fire, tornado, etc.) -Transportation policies (as applicable)	<ul style="list-style-type: none"> • Student release policy • Safety walkthrough letter • Emergency action plan 	X	
Financial viability	ONE of the following: -Documentation of liability insurance coverage <i>In addition to:</i> ONE of the following: -Audited financial statements -Tax return for the past two years	<ul style="list-style-type: none"> • Liability insurance • Audited financial statements 	X	